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ABSTRACT

This guide, one in a series of works dealing with adult literacy education, is designed to help adult reading program staff to select adult literacy materials. Examined in the first section of the guide are the commercially prepared basal and supplemental reading materials that are available for use in the Jefferson County Adult Reading Program (JCARP) in Louisville, Kentucky. The second section contains general criteria for evaluating reading materials and a guide for determining readability levels of published materials. Provided in the third section is a descriptive listing of other sources that contain bibliographies of adult literacy materials for student and professional use. An overview of some common instructional approaches for teaching reading to adults (language experience, individualized reading, linguistic, programmed reading, modified alphabet, machine presented, diagnostic-prescriptive and eclectic approaches) is appended to the guide. (MN)

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Jefferson County Public Schools

Guide to Selection of ADULT LITERACY MATERIALS

Analyze Before You Buy

Sharon Darling
Jefferson County Public Schools
4409 Preston Highway
Louisville, Ky. 40213

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ADULT EDUCATION READING PROJECT

1983

JEFFERSON COUNTY PUBLIC SCHOOLS

Department of Instruction and Support Services

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EQUAL OPPORTUNTITY/AFFIRMATIVE ACTION
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OPPORTUNITIES

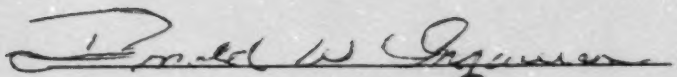
SUPERINTENDENT'S MESSAGE

The Jefferson County Public Schools is dedicated to setting and achieving a standard of educational excellence for all students whom the system serves.

The Jefferson County Public Schools has a strong commitment to the adult population of the community and offers a wide array of programs to meet their needs and interests. The adult program in Jefferson County continues to strive toward maintaining a standard of excellence and the Adult Education Unit has received numerous awards for its quality programs.

The school system is proud that the Jefferson County Adult Reading Program has received validation as an exemplary program in education by both the Kentucky Department of Education and the U.S. Office of Education. The program is now being disseminated nationally as a part of the National Diffusion Network.

The Jefferson County Public Schools is pleased to have the opportunity to share information with other persons interested in establishing programs to serve the adult population of their communities.



Donald W. Ingwerson, Ed.D., Superintendent
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PREFACE

To clarify the selection of materials for the Jefferson County Adult Literacy Program, the user must examine the philosophy of the program as it relates to instructional design and materials.

The JCARP has evolved over a period of five years during which time research has been conducted on all project components. The research related to materials selection for literacy students indicates that no one material shows significantly greater gains over another, but that the material used in the program derives strength from well planned instructional design and a caring and well-trained staff.

The structured instructional design of the Jefferson County Adult Reading Program focuses on the individual student and his/her needs. Program staff develop an individual learning plan for each student based on skill deficiencies assessed in the testing process, on personal interests, and/or life needs assessed in the counseling process. This personal learning plan then becomes the major tool in selecting appropriate instructional materials and in designing curriculum.

Use of commercially prepared materials as a core curriculum ensures a logical sequence of skill development. To reinforce these skills and focus on student personal interests and daily life needs, teaching techniques such as the sight word approach, word pattern techniques, and phonetic analysis are applied to other materials encountered in daily life.

The student's individualized program is converted into a two-phase instructional process, through both group and individualized instruction. The instructor divides the three-hour instructional block into two segments. One segment focuses on instruction from a basal reading series to ensure the mastery of a sequence of reading skills in areas of diagnosed weakness, and the second is devoted to the reinforcement of reading skills in practical life materials as outlined by the student's individualized plan.

Instruction from the basal reading series often takes place in small groups, organized by commonality of deficiencies evidenced by the group. Group interaction is encouraged to promote maximum learning and to provide group support so crucial to retention.

Individual instruction fully utilizes the services of volunteer tutors and focuses on the individual plan of the student.

INTRODUCTION

The Jefferson County Adult Reading Program utilizes a structure for instructional design that mandates a variety of instructional approaches and, therefore, a wide array of teacher-made materials, commercially published texts and workbooks, student interest-centered books, magazines, and "life" materials. The first section of this Guide to Selection of Literacy Materials contains a descriptive analysis of available basal and supplemental commercially prepared materials available for use in the Jefferson County Adult Reading Program. This section is designed to enable staff in the program to select instructional material based on skill deficiencies assessed in the testing process.

The second section provides general criteria for evaluating reading materials and a guide for determining readability levels of published materials. This section enables the staff to select appropriate materials based on students' personal interests, and/or life needs assessed in the counseling process.

The third section contains a descriptive listing of other sources containing bibliographies of literacy materials. Additional sources for further reading related to teaching techniques used in literacy instruction are also included. Additional material prepared by Jefferson County Adult Reading Program staff, but not included in this guide, is developed from the Employability Skills component of the program. It includes handouts which may be reproduced for use in designing a curriculum focusing on employability skills for literacy students. The employability skills materials can be ordered through Jefferson County Adult Reading Program.

The appendix is an overview of some common instructional approaches which may suggest ideas for structure and/or variety in instruction.

The staff using this guide should not view its contents as all inclusive but rather should let it function as a working draft to be expanded or adapted according to the student and program needs.

Additional material prepared by the Jefferson County Adult Reading Program staff, but not included in this guide, developed from the Employability Skills component of the program. It includes handouts which may be reproduced for use in designing a curriculum focusing on employability skills for literacy students. The employability skills materials can be ordered through the Jefferson County Adult Reading Program.

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ASSESSMENT OF COMMERCIALLY PREPARED MATERIALS

Basal Series

Cambridge:	Entering the Reader's World	2
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Cambridge: Entering the Reader's World
Living in the Reader's World

Entering the Reader's World and accompanying test provide an instructional system geared for the 0-4 adult reader. The series is designed to help the student correct his/her prereading deficiencies before entering a reading for comprehension program.

The strength of this series seems to be the availability of the diagnostic test. Made up of 21 specific subtests, the test takes a thorough inventory of the student's strengths, weaknesses, and deficiencies in prereading skills. These skills are divided into five batteries which include recognition and reproduction of the alphabet, auditory and visual perception and discrimination, functional background knowledge, and recognition of sight words. Although the entire test may take 2-3 hours, it is recommended that batteries be taken in shorter sessions. The test may be administered to no more than five (5) students at a time. The student's specific problem areas are pinpointed by the test. A prescriptive chart directs the teacher to the page number of the activities in Entering the Reader's World that will form an individualized instructional program for the student.

It should be noted that this series includes only prereading rather than comprehension skills. Although the series is graded for 0-4, a student in the higher range might find the material unchallenging.

The lesson plans in Entering the Reader's World are planned for one-on-one instruction, but may be adapted for group learning. The teacher's instructions are included beside each page in the student's book.

The series is to be commended for use of high interest, relevant words, and pictures. Also, the modified language experience approach in Book Three is recommended for its low readability, high interest approach.

However, a concern to note, especially for Book Three, is the use of many blank pages and empty space for writing exercises. This could be a negative factor in the cost analysis.

The three books of the series are not graduated, but each contain activities to remediate skills necessary for entering a reading program. A review and mastery test is included at the end of each unit.

Entering the Reader's World--Book One

Skills:

1. Personal Data on a Form
2. Recognizing the Alphabet
3. Reproducing the Alphabet
4. Sequence of the Alphabet

Book One concentrates on competence in recognition and writing of the alphabet. The numerous personal data forms give the student an opportunity to use these skills. An appendix includes sight word slips and models for printing and cursive forms of the alphabet.

Entering the Reader's World--Book Two

Skills:

1. Auditory Perception and Discrimination of Words
2. Sound-Symbol Relationships
3. Auditory Perception and Discrimination of Syllables
4. Directional and Spatial Perceptions
5. Visual Perception and Discrimination of Words and Symbols

Book Two contains exercises to prepare the student for a phonetic approach to reading. The mastery of units in the book will build a base for good word attack skills. The symbols, pictures, and words are of interest to adults. The appendix includes sight word slips.

Entering the Reader's World--Book Three

Skills:

1. Traffic Signs/Words in a Functional Setting and in Isolation
2. Building a Sight Vocabulary

This book is highly recommended for its use of modified language experiences which build a base of functional sight words. The use of common traffic signs and stories concerning routine life experiences will be of interest to the student.

Living in the Reader's World is a four-book basal series designed for levels 2.0-6.0. It includes a criterion based test to measure specific skill deficiencies. Unit objectives are included at the end of Book One and Two. These give helpful activities for placing the material in the context of the student's experiences and expectations. Each unit ends with a review section.

The strength of this series is its high interest level for the student while teaching comprehension skills. There is no emphasis, however, on a phonetic approach to word attack skills.

Living in the Reader's World--Book One

Skills:

1. Sign Symbol Relationships
2. Word Attack/Using the Context
3. Finding the Main Idea
4. Using Lists
5. Using Tables
6. Alphabetical Order

Book One uses material the student is familiar with to introduce skills. Exercises utilize words on billboards, signs, menus, phone books, newspapers, maps, cookbooks, etc. The use of relevant material should be helpful in maintaining the motivation of the student.

Living in the Reader's World--Book Two

Skills:

1. Understanding and Following Instructions
2. Understanding Sequence
3. Using Headings
4. Using Tables of Content
5. Using the Context/Word Attack Skills

Book Two uses a variety of life experiences to introduce the above skills. Students learn to follow directions for the use of household appliances such as coffee makers and smoke alarms, making long distance phone calls, entering a contest, etc. The second half of the book uses the theme of reading the newspaper to introduce comprehension skills.

Living in the Reader's World--Book Three

Skills:

1. Getting the Main Idea
2. Looking for the Details
3. Making Inferences

Book Three builds on skills mastered in Books One and Two to further the student's ability to read for meaning. The units are divided into life experience stories. Each unit contains a "Reading Tip" which conceptualizes the unit's objective for the student. This book should be helpful in helping the student apply comprehension and word attack skills. The material in Book Three is on the same high interest level which is characteristic of the Cambridge Series. However, Book Three, unlike the previous books, does not include any teacher helps such as unit objectives, learning activities, or word lists.

Laubach: Laubach Way to Reading
The New Streamlined English Series

The Laubach Way to Reading is a revision of The New Streamlined English Series, Skill Books 1 and 2. Skill Books 3, 4, and 5 are still referred to as The New Streamlined English Series.

The Laubach system is a basic reading and writing program designed to teach adults with little or no reading ability. This program takes students from a zero to fifth grade level, and is a cumulative system requiring all five text/workbooks.

The Laubach method starts with the spoken word, and through a series of steps, moves to the written word. Skills include sound-symbol relationships, word attack, reading for meaning, and spelling.

The Laubach system is the basal series used in the Jefferson County Adult Reading Program. The material used in the stories is traditional and, in some cases, dated. This system may also be used for remediation with adults for whom other methods have not worked.

Skill Book 1: Sounds and Names of Letters

Skills:

1. Small and Capital Letters
2. Numerals to 100
3. Consonants--Names and Sounds
4. Vowels--Names and Short Sounds
5. A Few Consonant Combinations

Skill Book 1 begins on a zero level and can be used by a person unable to read any letters or words. Lessons 1-5 contain a picture-association chart to teach key words and sounds. Lessons 6-11 present key words without pictures, letters and numbers. Each lesson contains a simple story using key words and sounds taught in the lesson, and is reinforced by a written exercise.

This text is well-received by students in that they are able to read a simple story from the very first lesson. Though the manual suggests excessive repetition, the key words/pictures are easy to grasp. The material is presented in logical sequence, and the checkup administered at completion is a very accurate measure of student progress.

Skill Book 2: Short Vowel Sounds

Skills:

1. Short Vowels and Sounds
2. Vowel and Consonant Combinations
3. Consonant Blends
4. Word Recognition
5. Y as a Vowel
6. Beginning Spelling Concepts
7. Developing Comprehension

Skill Book 2 contains 15 lessons. Each of the first 12 lessons are taught with a chart which presents a key word for each sound. Written exercises reinforce reading skills and develop spelling ability.

Book 2 is a necessary sequel to Book 1, as the vowels need further analysis. More written exercises would be helpful. The phonetic spelling used in the lesson charts, though helpful, can cause confusion in many cases. The checkup for Book 2 accurately measures student progress.

Skill Book 3: Long Vowel Sounds

Skills:

1. Long Vowel Sounds
2. Letters or Combinations Representing Long Vowel Sounds
3. Syllables
4. Differentiation Between Long and Short Vowels

This text contains 21 lessons in which the stories are longer and the paragraphs indented. There are more comprehensive exercises on reading for meaning.

Book 3 is easier to teach than Book 2, as the long vowels are easier to hear and identify. The lessons take less time than those in Books 1 and 2, and should be taught at a faster pace to promote student interest.

Skill Book 4: Other Vowel Sounds

Skills:

1. Vowel Sounds Represented by Combinations oo, ou, au, ow, or, and oi
2. Cursive Writing
3. Capitals and Usage
4. Contractions
5. Nouns, Pronouns, and Verbs
6. Sentences, Paragraphs, and Punctuation
7. Syllables
8. Silent Vowels

Skill Book 4 contains 24 lessons in which students depend on phonic and blending skills rather than visual aids for word recognition.

Book 4 offers a potpourri of skills, but the lessons on grammar could be grouped in a manner to offer better continuity. Capital letters are introduced in Book 1, elaborated in Book 3, and continued in Book 4. The lessons on capitals and their usage would perhaps be more appropriate for Book 3.

Skill Book 5: Special Consonant Sounds

Skills:

1. Variant Sounds Represented by More Than One Consonant
2. Regular Spellings of Consonant Sounds Spelled in More Than One Way
3. Irregular Spellings
4. Dictionary for Pronunciation
5. Adjectives and Adverbs
6. Phonics
7. Drawing Conclusions, Cause and Effect
8. Main Ideas and Summarization
9. Writing Skills
10. Verbs
11. Prefixes and Suffixes

This book, which has 24 lessons, is a good expansion of Book 4, but is better organized in format with good review sections. The stories are good in teaching reading/thinking skills, but memorization of all spelling rules is unnecessary and would result in student frustration. The lesson which introduces phonics is covered in earlier books and would serve a better purpose in the beginning texts. The lessons on prefixes and suffixes are especially good. In many cases it is necessary to bridge the gap between lessons with more supplemental material.

Steck-Vaughn: The Steck-Vaughn Adult Reading Program

Skills:

1. Reading 1100--Prereading visual and sound skills
2. Reading 1200--Sight words
3. Reading 1300--Sight words
4. Reading 1400--Beginning, ending and variant consonants, long and short vowels
5. Reading 1500--Consonant blends and digraphs, silent consonants, schwa, diphthongs
6. Reading 1600--Plurals, possessives, base words, syllabication, accent, vowel sounds
7. Reading 1700--Word recognition and word attack skill application
8. Reading 2100--Prefixes, suffixes, synonyms, antonyms, homophones, multiple meanings
9. Reading 2200--Context clues, organization clues, simple, compound and complex analysis and synthesis
10. Reading 2300--Topic identification, main idea
11. Reading 2400--Outcomes, drawing conclusions, cause and effect
12. Reading 2500--Sequence
13. Reading 2600--Alphabetizing, using books and newspapers, dictionary skills, multiple sources, notes and outlines
14. Reading 2700--Maps, graphs, tables, schedules
15. Reading 2800--Rate adjustment, following directions, fact and opinions, truth and falsehood, fact and fiction, persuasion

The Steck-Vaughn Adult Reading Program is an adequate series for the introduction of reading skills; however, these skills must be reinforced with numerous supplementary materials. The main advantage of this series is the flexibility it gives the instructor. The structure of the program is loose enough that the teacher can supplement where necessary without disrupting the flow of the material. A particularly valuable time-saving device is the self-correcting feature for each lesson. This gives the student immediate feedback for skills mastered while also showing where he or she needs extra instruction.

This reading program comes with a Program Placement Inventory and a learner profile record card. The Program Placement Inventory does not make a valid placement of the student into the material. For example, a student who shows a weakness in unlocking phonics in nonsense words is placed in sight word instruction (1200). A student who shows mastery of all three parts of the Program Placement Inventory is placed in Reading 1700 and then tested on skills which have neither been tested on the placement inventory nor taught. It is a useless inventory.

The learner profile record card is a tally of the pretest and post-test scores for the skills taught in each of the books. This gives the student an excellent graphic view of progress made in the program.

For the low level or non-reader, the transition from the prereading skills (1100) to sight words (1200), and again from the sight words (1300) to phonics (1400) is confusing. Students at this level need almost constant teacher interaction. The directions in the teacher's guide at these levels are poor.

The Reading 1500 and 1600 books give a good introduction to various structural analysis and phonic skills, allowing the teacher to supplement where the students need further instruction.

The nonsense words which are used in several books of Level 1 of the series and on the Program Placement Inventory tend to confuse the students without achieving the objective of testing their phonic analysis skills.

Level 2 of the program, which includes Reading 2100-2800, teaches specialized reading skills including study skills, comprehension skills and word analysis skills. There is greater flexibility in this level, for the books do not need to be used sequentially. Some skills seem to be over-taught while others require more instruction.

ASSESSMENT OF COMMERCIALLY PREPARED MATERIALS

Supplementary Materials

Barnell Loft 11
Cambridge 12
Fearon Education of Pitman Learning 13
Globe Book Company 14
Laubach (New Reader's Press) 15
Steck-Vaughn 18

Barnell Loft: Specific Skills

Specific Skills

This series is designed to develop eight important basic reading skills; titles of the books reflect the skills:

1. Working with Sounds
2. Following Directions
3. Using the Context
4. Locating the Answer
5. Getting the Facts
6. Getting the Main Idea
7. Drawing Conclusions
8. Detecting the Sequence

Each skill is covered in a series of booklets (A-L) of increasing difficulty. Booklets are written on the first through twelfth levels. The books, which cover a variety of skills, can be used individually or in a group; group discussion is often helpful. The reading materials are brief enough to hold students' attention as well as being informative and factual. (Many students and teachers consider the material quite fascinating.) The series is extremely helpful to teachers who have students reading on different levels, as it enables students to progress at their own rate. Vocabulary content is appropriate for adults. Master answer sheets facilitate easy correction. Specific Skills can be utilized with any basal material. A disadvantage is that even though A level is supposed to represent grade one, the readability is somewhat higher. This is true of the entire series.

Cambridge Book Company: Reading for Life
Reading for Progress
Reading for Results

Reading for Life

Skills:

1. Consonant Sounds
2. Questions and Answers
3. Antonyms
4. Rhymes
5. Plurals

Recommended Usage: Reinforcement of basic skills

This test-workbook is designed to teach skills on a basic level. Each lesson has a specifically stated objective and written exercises. It could be an aid to a basal series only if one is able to select a specific lesson to be used as reinforcement for the basal. Overall, it appears to be a varied collection of basic skills presented in no particular sequence.

Reading for Progress

Skills:

1. Sounds
2. Blends
3. Word Families
4. Some Grammar Rules

Recommended Usage: Reinforcement, amplification, review

Same format as Reading for Life, and presents skills and grammar rules on a slightly more difficult level.

Reading for Results

Skills:

1. Reading Comprehension
2. Living Skills--Consumer Economics, Emergency Numbers, etc.

Recommended Usage: Reinforcement, specific skills

Lessons have stated objectives and written exercises. It is written on the intermediate ability level.

Fearon Education Of Pitman Learning: That's Life

That's Life

Book 1: Emergency--Hospital Care/Credit and Insurance
Book 2: One More for the Road--Alcoholism/Legal Problems
Book 3: Layoff--Losing a Job/Community Resources
Book 4: In a Family Way--Prenatal Care/Budgeting
Book 5: Deals on Wheels--Buying a Used Car/Parenting
Book 6: Caring--Senior Services/Personal Tragedy
Book 7: Tax Time--Income Taxes/Comparison Shopping
Book 8: Mr. and Ms.--Singles Living Together/Consumer Rights

Recommended Usage: Reinforcement of reading comprehension skills in a life-skills setting.

This series is composed of eight worktexts with corresponding Drama Tape cassettes. Its emphasis is on developing basic skills in a life-skills context. The personal and financial problems of four American families from four different ethnic groups provide the settings for the stories in this series. The students enjoy the cartoon format and can identify with the real-life context of the stories. Each lesson has a scene from the ongoing story, followed by comprehension questions, and language, math and special skills work sheets. Each worktext has its own built-in assessment tools--pretest, post test, math review, and language review. Books 1-4 have a grade 3.0 reading level and books 5-8 have a reading level of 4.0. There is one Teacher's Guide for the entire series. The guide contains teaching suggestions, answers for all worktexts and handouts on related community activities that deal with life skills such as filling out tax forms, parenting, insurance, and dealing with alcoholics. Teachers who have used this series have found the handouts to be especially useful.

This series is not designed to be and should not be used as a basal. It contains no phonics or word attack skills and has no sequence of reading skills, with the exception of comprehension skills. Comprehension exercises involving all levels of questioning (such as straight recall and inference) increase in difficulty from Book 1 to Book 8. This series can be used effectively as supplemental material, especially in the areas of reading comprehension and problem-solving as long as its limitations are recognized. Its high-interest subject matter and attractive format provide a pleasant change of scenery for students.

Globe Book Company: The Reading Road to Writing
World of Vocabulary Series

The Reading Road to Writing

Skills:

1. Sentences--subjects, predicates, sentence types, fragments, run-on sentences, parallelism
2. Verbs--subject agreement, tense, irregular verbs, troublesome verbs
3. Adjectives and Adverbs--adjectives with nouns, making comparisons, double negatives
4. Pronouns--with nouns, as subjects, double subjects, possessive pronouns, special problems
5. Words Often Confused--homonyms, words which are similar
6. Mechanics of Writing--capitalization, punctuation, commas, colons, semicolons, hyphens, apostrophes, parentheses, dashes, titles, quotation marks

Recommended Usage:

1. Introduction to grammar skills
2. Development of writing skills
3. Comprehension development

This is an excellent series for developing students' grammar skills while improving their comprehension and writing abilities. Each chapter begins with a short, extremely interesting reading selection followed by a comprehension check. The specific skill which is to be taught is then introduced, followed by several practice activities and further instructions. Each lesson ends with two or more writing activities. This is an excellent series for the advanced student who needs an introduction to basic grammar skills.

World of Vocabulary Series

Skills:
1. Alphabetical Order
2. Synonyms--Antonyms
3. Matching
4. Crossword Puzzles
5. Comprehension
6. Word Formation
7. Dictionary Usage

Recommended Usage:

1. Strengthening the above skills
2. High interest supplementation
3. Increasing vocabulary
4. Exercising creative thinking

Each book in the World of Vocabulary Series is divided into 20 highly structured lessons, each of which focuses on ten new vocabulary words. These color-shaded words, first presented in a brief reading selection, are then used repeatedly in a variety of follow-up activities. The extra credit sections used in Books 1-4 are too difficult for most students.

This series is very appealing to the adult reader. It features high interest subjects such as sports, popular entertainers, true adventure, and exotic places. The value here is in reading practice and vocabulary drilling.

The Teacher's Guide suggests that vocabulary cannot be placed on a grade level, and that reading levels cannot be assigned to a vocabulary series. We have found in our experience however, that the following reading levels apply.

Reading Levels:

Book A (2-3)
Book B (2-3)
Book 1 (2-3)
Book 2 (4-5)
Book 3 (5-6)
Book 4 (6-7)

Laubach (New Readers Press): Correlated Readers
Companion Readers
Controlled Readers
Teaching Aids and Supplemental Series
News For You

1. Correlated Readers:

Skill Book 1 In the Valley
Skill Book 2 City Living
Skill Book 3 New Ways
Skill Book 4 People and Places
Skill Book 5 Opening Doors

Skills: Same as those in the accompanying Skill Book.

Recommended Usage: Reinforcement and amplification of skills taught in the basal.

The correlated readers are designed to be taught along with the Skill Books of the basal series. The Skill Books contain writing exercises for the stories in the correlated readers.

2. Companion Readers:

Skill Book 1 More Stories 1
Skill Book 2 More Stories 2

Skills: Same as Skill Books 1 and 2

Recommended Usage: Extra practice in reading

The two companion readers contain stories for each Skill Book lesson, controlled in vocabulary, phonic skills, and sentence structure to the lesson level.

3. Controlled Readers: Skill Book 1 Cars, Cars, Cars
More Money
House Help
Hills' Garden Shop

Skill Book 2 Money Spent
More Cars, Cars
Can Ann Do It?
Pollution
The Hills at Work

Skills: Same as Skill Books 1 and 2

Recommended Usage: Amplifying a lesson, homework, review

Each lesson in the controlled readers corresponds to the same lesson in Skill Books 1 and 2, and is followed by an exercise which checks comprehension. These readers are valuable in that one may be chose which best fits the student's interest.

4. Teaching Aids and Supplemental Series:

Laubach also offers a variety of teaching aids and other series developed to enhance specific skills.

Teaching Aids: Phonics Cards (Skill Book 1)
Phonics Wall Charts (Skill Book 2)
Flash Cards (Skill Book 1)

Series: Be Informed Series
Everyday Reading and Writing
Filling Out Forms
Focus on Phonics
Book 1: Sounds and Names of Letters
Book 2A: Short Vowel Sounds
Book 2B: Consonant Blends
Reading for Living
Survival Reading
Using the Telephone
Writing to Others

Each of these is a self-contained series. Check publisher for reading level.

Laubach also offers 10 titles in high-interest fiction. These books are pocket-sized and illustrated.

5. News For You

Skills:

1. Reading Practice (Level A 4.0-5.0)
   (Level B 5.0-6.0)
2. Vocabulary, especially current events
3. Comprehension--getting the facts, getting the main idea, drawing conclusions
4. Map skills--reading and interpretation
5. Writing exercises

Recommended Usage:

1. Familiarizing students with newspapers, new reporting, current events
2. Student involvement--contests, letters to the editor
3. Discussion

These simplified newspapers are good, high interest supplements. They use fill-in, fact-or-opinion exercises to check comprehension, and interesting contemporary news articles to teach vocabulary in context. News for You has an instructor's aid with teaching suggestions, and also lends itself to original teacher's ideas. The articles are obsolete after a month, therefore, papers are consumable. The main drawback is the expense--single subscription price is $6.00 a year.

Steck-Vaughn: America's Story
Applying Reading Skills Series
Basic Reading--Books 1 and 2
Building Word Power
Improving Your Handwriting
Mastering Basic Reading Skills Series
Panorama Reading
Sounds, Words and Meanings
Superstars Series
Wonders of Science Series
Working with Words

1. America's Story Books 1 and 2

Skills:

1. True-false and Completion
2. Sequential Order
3. Crossword Puzzles
4. Scrambled Words and Sentences
5. Sentence Construction
6. Matching and Fill in the Blanks
7. Multiple Choice
8. Dictionary Usage
9. Maps

Recommended Usage:

1. Strengthening the above skills
2. Vocabulary development on an historical level
3. High interest level

Book 1 (reading level approximately 2.0-3.0) presents American history from the Indians and the early explorers through the conclusion of the Civil War.

Book 2 (reading level approximately 2.0-3.0) begins with Reconstruction and continues through contemporary history with space exploration, energy, and environmental awareness.

Each of the two books contains 20 chapters, four chapter reviews, and a final review. Preceded by a list of new words, each chapter is centered around a three- to four-page reading passage and is followed by a "Think and Write" section which includes a wide variety of activities. The frequent use of maps and captioned illustrations add to the series' appeal.

This series is valuable for several reasons. It is one of the few history books available for the adult with a low reading level. As an oral supplement it can even be used successfully with a nonreader. It gives the student an opportunity to practice his/her reading skills and learn about his/her heritage simultaneously. This series is good for ESL students also.

2. Applying Reading Skills Series: Can You Top This? (Level 2)
Devilrow (Level 3)
Night Crossing (Level 4)

Skills:

1. Compound Words
2. Phonics
3. Homonyms
4. Cliches
5. Base Words
6. Contractions

Recommended Usage:

1. Reinforcement of word attack skills
2. Application of word attack skills

This series offers reading material in consumable soft-covered books for use with the mature student. The format consists of vocabulary words with definitions, followed by sentences to introduce and stimulate the reader's interest in the story. The material offers different literary styles--biographies, humorous essays, adventures, mysteries, and informative essays. The stories are followed by three comprehension sections: multiple choice, essay questions, and word analysis. The stories are longer and more difficult than the grade level indicated. This series has not proven to be popular with students.

3. Basic Reading--Books 1 and 2

Skills: Book 1

1. Getting the Main Idea
2. Details--Remembering and Sequence
3. Conclusions, Relationships
4. Word Classification, Comparisons
5. Antonyms, Compounds, Homonyms
6. Fiction and Nonfiction
7. Reading for Accuracy and Speed
8. Observation and Listening
9. Tests, Self-evaluation
10. Newspaper, Dictionary

Skills: Book 2

1. Comprehension, Understanding, Interpretation
2. Antonyms, Synonyms, etc.
3. Alphabetical Order
4. Reading Accuracy and Speed
5. Taking Tests

Recommended Usage:

1. Students desiring a reading skills workbook to take them from 4.0-6.0
2. A substitute for the Specific Skills Series
3. Reading comprehension practice

Book 1 is valuable in teaching how to get the main idea, and contains helpful grammar exercises. Stories include both interesting factual accounts and retold folk tales. Book 2 is repetitious if used immediately following Book 1.

4. Building Word Power

Skills:

1. Word Families
2. Long and Short Vowels
3. Prefixes (in, un, ex, pre, dis)
4. Suffixes (-tion, -ment, -ous, -ness, -full, -less)

Recommended Usage:

1. Students who do not hear sounds
2. Teachers who use the language experience approach to reading

This book reviews phonic and word attack skills without the terminology. Sight words are introduced in each unit and constantly reviewed. Each unit introduces word families. There are no stories in this book--just sentences for reading.

5. Improving Your Handwriting

Skill: Cursive Writing

Recommended Usage: Helping students write legibly

This book makes use of light blue broken lines, called imaginary lines to teach letter formation and size. Letters are taught in alphabetical order. Students would have to be able to read well to understand lessons. If student is on a basic level, the teacher will have to read and explain each lesson.

6. Mastering Basic Reading Skills Series:
   - Alpine Run
   - Wind Power
   - Wheeling It
   - Free-Fall
   - White Water
   - Quiet Flight
   - Trailblazers
   - Silent Deep

Skills:

1. Alpine Run (2.2) Vocabulary development, word analysis, comprehension, sequencing, dictionary skills, summarizing

2. Wind Power (2.4) Vocabulary development, comprehension, library skills, word analysis

3. Wheeling It (2.7) Vocabulary development, comprehension, phonics, dictionary skills, sequencing, word analysis

4. Free-Fall (3.7) Vocabulary development, comprehension, phonics, word analysis, dictionary skills, organizing ideas

5. White Water (4.8) Vocabulary development, comprehension, phonics, organizing ideas, dictionary skills, study skills, increasing reading rate

6. Quiet Flight (5.8) Vocabulary development, comprehension, encyclopedia skills, study skills, adjusting rate to purpose

7. Trailblazers (6.0) Vocabulary development, comprehension, interpreting literature, study skills, organizing ideas

8. Silent Deep (6.2) Vocabulary development, comprehension, organizing ideas, study and reference skills, literary appreciation

Recommended Usage:

1. Vocabulary development
2. Free reading
3. Practice in comprehension skills
4. Group oral reading

The Mastering Basic Reading Skills Series is organized in eight separate soft-covered texts. Each lesson is built around a story or play, with a vocabulary emphasis section preceding the story, and comprehension questions, word analysis activities, and specialized skill activities following the reading selection. Although students enjoy most of the reading selections, the difficulty of each book appears to be higher (as much as two years) than the reading level would indicate.

7. Panorama Reading--Books 1-4

Skills:

1. Phonics
2. Contextual Analysis
3. Structural Analysis
4. Vocabulary Development--Comprehension
5. Passage Comprehension
6. Study Skills
7. Parts of Speech

Recommended Usage: To strengthen the above skills

The series Panorama consists of four sequentially ordered texts, each written to suit varying reading levels.

Book 1: Level 0-2.5
Book 2: Level 2.5-3.0
Book 3: Level 3.0-3.5
Book 4: Level 3.5-4.0

The readability level, however, seems somewhat higher than what the texts state. While the books are written to be used in order, each may be used independently of the others. The reading passages are high interest level and provoke thought and further study. The content is informative and useful. Some articles relate to other course work such as math, science, and social studies. Articles also stimulate group discussions.

There is a wide variety of literary styles, i.e., biography, poetry, fiction, nonfiction, narrative, science fiction. This is one of the only series written at the 0-4 level which provides interesting and varied reading material for adults. It contains excellent graphics--adult related (not a child chasing a dog, but a woman changing a tire--note: no sexual bias).

Each book contains a variety of exercises to reinforce the skills presented in each lesson. Vocabulary is chosen to appeal to the mature student who may not be able to read or write many difficult words or technical terms, but may have spoken familiarity with these words/terms. The vocabulary/terms in the reading passages are chosen specifically for the adult reader. As a result, the stories have wide appeal for adults.

8. Sounds, Words, and Meanings

Skills:

1. Basic Phonics
2. Structural Analysis
3. Dictionary Skills
4. Vocabulary Development
5. Contextual Clue Skills

Recommended Usage:

1. Vocabulary development
2. Knowledge of phonics
3. Reading for meaning
4. Mastering consonant and long/short vowel sounds
5. ESL students--language skills

In this series phonics skills and contextual clue skills are emphasized. The series consists of six books labeled A through E. The letters correspond with reading grade levels one through six. Each book contains visual reinforcement aids to help students in decoding words.

The Sounds, Words, and Meanings series is a good supplement for the basal systems used in adult reading classes. The materials reinforce skills covered in the basal texts. The vocabulary is appropriate to the reading level specified for each book and the words are useful words. Each book can be used for group or individual work. Because of the direct, simple instructions, students can work independently of the teacher without frustration. The answer blanks in the student workbooks are large enough to allow use of acetate sheets and grease pencils, thus making a "consumable" text reusable. The series provides continuous review and application of skills, and the Teacher's Edition supplies suggestions for reinforcement activities. It should be noted that Book A may not be suitable for adults because of primary pictures.

9. Superstars Series

Skills:

1. Reading Practice at 5.0
2. Remembering Facts
3. Paragraph Construction, Sentence Completion
4. Vocabulary Practice
5. True/False
6. Matching
7. Syllabication
8. Finding Facts
9. Drawing Conclusions
10. Detecting the Sequence

Recommended Usage:

1. High interest supplements
2. Drawing in marginal class members
3. Discussion starters
4. Bridging material between teacher and alien class

The Superstars (Sports, Soul, Rock, Movies, Rock Hall of Fame) are good for a young adult crowd. High interest stories about well-known entertainment personalities are followed by content questions, true/false, and vocabulary definition puzzles. Story levels range between 4.5-6.0. Some questions lean too heavily on minor detail. The true and false tend to be the better questions and are useful for memory drill. Vocabulary, usually matching, is the best supplementary feature. The value in these books is in reading practice and vocabulary drilling; they are good high interest books.

10. The Wonders of Science Series: The Human Body
Water Life
The Earth and Beyond
Land Animals
Matter, Motion, and Machines

Skills:

1. Word-finding Puzzles
2. Dictionary Usage
3. Comprehension
4. Fact-finding, Question and Answer
5. Alphabetical Order
6. Sentence and Paragraph Construction
7. Handwriting

Recommended Usage:

1. Strengthening the above skills
2. Introducing the reader to science
3. Provoking thought and further study
4. Providing material for group discussion for the reader and the nonreader
5. High interest supplements

The Human Body--"What Are Bodies Made Of," "Body Systems," "Taking Care of Body Systems," "Senses and Talking," "Keeping the Body Healthy," "Safety and First Aid." The last gives a particularly good account of the ill-effects of alcohol, drugs, and tobacco.

Water Life--"Water Plants," "Mollusks," "Fish," "Water Reptiles," and "Water Mammals"

The Earth and Beyond--"The Solar System," "Climate," "Weather," "Minerals," "Rocks," "Earth's Surface," "Earth Life," and "Conservation"

Land Animals--"Animals and Their Ways," "Small Land Animals," "Large Land Animals," "Useful Animals," "Disliked Animals," "Strange Animals," "Conservation of Land Animals"

Matter, Motion, and Machines--"Understanding Physics," "Simple Machines," "Electricity," "Nature's Energies," "Engines and Fuels," "Sound and Light," "Energy in the Future"

Plant Life--"Plants as Living Things," "Flowers," "Grasses and Cereals," "Trees," "Fruits and Vegetables," "Strange Plants," "Good and Bad Plants"

The six soft-bound books in this series are divided into seven units. Each lesson within the units is built around a short reading passage with new vocabulary in bold print, and followed by specialized skill activities and comprehension questions. The frequent use of rewriting sentences and paragraphs should be used with discretion, as the student could be easily bored by such repetition. There are reviews and puzzles at the end of each unit and a final review located in the back of each book. These could be used as an oral checkup for the low-level reader and the nonreader or as written material for the more advanced student.

With its many captioned illustrations this series presents a program of science topics in an easily understood format. The fairly simple and logical explanations appeal to the adult reader, who acquires at least spoken familiarity with scientific/technical terms. The three books preferred by the students are The Human Body, The Earth and Beyond, and Matter, Motion, and Machines.

11 Working with Words

Skills:

1. Short and Long Vowels
2. Some Digraphs
3. Contractions
4. Word Families
5. Manuscript and Cursive Writing

Recommended Usage:

1. Review of short and long vowel sounds
2. Sentence patterning
3. Students who don't hear sounds

The new words in this book contain regular vowel patterns. The stories are easy and are good practice. This book would be hard to use without a basal text, but good for use at the end of Laubach 3 for review, and also good with ESL students.

ASSESSMENT OF COMMERCIALLY PREPARED MATERIALS

Testing

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Test Instruments 29

TESTING

The testing process requires knowledge of the types of reading tests and the factors which contribute to a positive testing situation. Below is a discussion of these, followed by an assessment of specific tests.

TYPES OF READING TESTS

There are two types of reading tests to be considered: those that give scores, (norm-referenced), and those that give skill information, (criterion-referenced). Norm-referenced or standardized reading tests attempt to answer the question, "How am I (or this group) doing as compared with others like me (or us)?" Results are reported in the form of standard scores, such as stanines, percentiles, or grade levels (Bowren and Zintz, p. 228). Criterion-referenced or specific skills tests are usually designed to show the level of the individual's ability to deal with specified skills or areas of knowledge. However, there are no norms or information relative to validity and reliability. Results are evaluated either by some sort of intuitive standard or by the author's hypothesis concerning what should constitute satisfactory performance (Bowren and Zintz, p. 229).

TESTING SITUATION

Though not exhaustive, the following factors are important when evaluating individuals who have very low reading skills or who are totally illiterate. Positive test factors include:

1. Oral response
2. 30 minutes or less to administer
3. Normed for adults
4. Variety of scores
5. Easy interpretation
6. Adult format/content
7. Tests specific skills
8. Simple test procedures
9. Lists strengths as well as weaknesses
10. Pre-post forms available

It is also important to consider weaknesses involved in a testing situation.

Negative test factors include:

1. Written responses only
2. Multiple choice answers
3. Normed for children
4. Over 30 minutes to administer
5. Difficult interpretation
6. Complex test procedures
7. Single form
8. Juvenile format/content

We acknowledge the work of University of Tennessee Adult Reading Academy Program in preparing this section.

TEST INSTRUMENTS

ABLE I, II (III too high for literacy)

Skills:

1. General Vocabulary Assessment
2. Reading Comprehension
3. Spelling

Recommended Usage: Placement

These tests score slightly higher than actuality, and are time consuming to administer. The spelling section is difficult for most literacy students. Vocabulary and comprehension sections are good. Alternate forms are available for pre and post testing.

READ (Reading Evaluation-Adult Diagnosis)

Skills:

1. Identification of Letter Names
2. Identification of Sounds Reversals
3. Consonant-vowel Patterns and Clusters
4. Other Structural Skills

Recommended Usage: Placement

READ evaluates student knowledge of basic sight words and word analysis skills. A comprehension section (0-5) includes word recognition in context and reading and listening comprehension.

SORT (Slossen Oral Reading Test)

Skill: Word Recognition

Recommended Usage: Quick placement

This test only measures vocabulary score, but is still a good test for quick, initial placement. The SORT appears to be accurate in word recognition score, but needs to be supplemented by a more diagnostic and prescriptive test. There are no alternate forms for pre- and post testing.

STECK-VAUGHN PLACEMENT INVENTORY

Skills:

1. Word Recognition
2. Phonetics
3. Language Skills (capitals, punctuation)
4. Reading Comprehension and Specific Skills

Recommended Usage: Complete placement inventory

This test does not measure vocabulary, and the reading passages are too difficult for the level they are designed to test. The language and math sections are unnecessary for a reading program. The scoring range does not place students more specifically than 1.0-1.9, 2.0-2.9, etc. Though the format is good, this placement should be supplemented by a vocabulary test.

TABE (Test of Adult Basic Education): TABE E
TABE M
TABE D*

Skills:

1. Vocabulary Assessment
2. Reading Comprehension
3. Specific Skills
4. Map Skills, Graphs, Index, Library Skills
5. General Math, Science, Social Studies

Recommended Usage:

1. Placement
2. Progress check

Despite the weaknesses of a standardized test, TABE is used by the JCARP for accountability.

TABE E provides a fairly accurate assessment of reading ability. It is administered in a group setting and score-eze answer sheets facilitate quick determination of student's strengths and weaknesses.

TABE M tends to give a score higher than a student actually reads. M is part of standard GED testing, and the scores are transferable to GED instructional centers.

*TABE D is too difficult for reading students.

WOODCOCK READING MASTERY TESTS

Skills:

1. Letter Identification
2. Word Identification
3. Word Attack
4. Word Comprehension
5. Passage Comprehension

Recommended Usage: Placement

The WOODCOCK is a thorough test, and gives an accurate estimate of reading level. Passage comprehension could be considered a good learning tool. Word attack tends to be difficult for low levels. Though time consuming to administer, it provides an excellent diagnostic and prescriptive profile. Pre- and post test forms are available.

EVALUATING MATERIALS

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Determining Readability Levels of Published Materials 35

CRITERIA FOR EVALUATING READING MATERIALS

In selecting teaching and reading materials for adult students, three question must be answered:

1. Who will read the material?
   a. How well do they read?
   b. What are their interests?
   c. What do they need to learn?

2. What is the purpose of the material?
   a. Is it intended as a basic text or a supplement?
   b. Is it to be read independently or with help from the teacher?
   c. Is it intended to be informational or entertaining?

3. Does the material fit the readers and purposes?

Although student needs and teaching purposes vary, the following suggested criteria may be helpful in considering this last question:

1. The readability level (or level of difficulty) should be appropriate for the prospective students.

2. It should be paced to increase one level for each 50-100 hours of specific reading instruction.

3. Goals for each lesson should be clear, practical and attainable.

4. Lessons should teach one or two concepts only, but teach them thoroughly.

5. Material should be well organized, with skills and concepts presented in a logical, sequential order.

6. Lessons should provide for review and reinforcement of skills already taught.

7. Information should be accurate, complete and current.

8. Subject matter and learning activities should be familiar and interesting. (Suggested adult interest areas include: consumer education, career education, health, family life, parenting skills, government and law, and community resources).

9. Content should include representation of a variety of groups of people and show respect for diverse cultures and values.

10. Materials should motivate and encourage independent reading, writing, and other study.

11. Writing should be nonpatronizing and adult in tone, if not in vocabulary.

12. Sentence patterns should be similar to those used by adults in all communication.

13. Visual illustrations should be clear and relevant.

14. Appearance of books should be attractive and suitable for adults.

Other factors to be considered are: durability of materials, consumable or reusable nature of materials, quality of teachers manuals, provision of pre and post tests, and cost.

The work of Dale and Chall, and Jewett is acknowledged in preparing this section.

DETERMINING READABILITY LEVELS OF PUBLISHED MATERIALS

In some cases materials are not graded, i.e., library books, magazines, and special interest materials. Readability formulas are a fairly accurate way to assess the grade level of any printed material.

Variety of good formulas:

Spache
Frye
SMA
Chall
Flesch

Readability Formulas

There are several simple formulas that the teacher may employ to determine the grade level of any given material. Publishers often state the grade level of their materials, but it is wise to double check before purchasing, since their criteria for categorizing reading levels may be based on subjective considerations alone.

The Fry Formula

One of the more frequently used formulas for evaluating readability was developed by Edward Fry of the Rutgers University Reading Center. Based on the average number of syllables per 100 words and the use of a simple graph, the Fry formula can determine the reading level of texts for grades one through college. For specific instructions and a copy of Fry's Graph for Estimating Readability, see:

Fry, Edward, "A Readability Formula That Saves Time," Journal of Reading, 1968, 11, 513-516, 575-577.

and

Fry, Edward, "The Readability Graph," The Reading Teacher, 1969, 22, 534-538.

The Fog Index

The Fog Index was developed by Robert Gunning. The following are the steps in its application:

1. Take several samples of 100 words each, spaced evenly through the article or book. Count the number of sentences in each sample. (Stop the sentence count with the sentence ending nearest the 100 word limit.) Divide the total number of words in the passage (100) by the number of sentences. This gives you the average number of words in a sentence. Jot this number down.

2. Count the number of words of three syllables or more per 100 using the same samples. Do not count these words:

   a. Words that are capitalized
   b. Compound words that are the combination of short, easy words
   c. Words that are verb forms made from three syllables by adding -ed, or -es (e.g., created)

   This gives you the percentage of difficult words in the passage. Jot this figure directly under the figure obtained in step one.

3. To determine the Fog Index, total the two figures just counted and multiply that total by .4 (four tenths). This gives you the approximate grade placement of the writing, but tends to run somewhat high with more difficult materials.

The Forecast Formula for Job Manuals

The Forecast Formula is designed for use with technical manuals and involves the use of the following formula:

$$\text{Reading Grade Level} = \frac{20 - \text{number of one-syllable words}}{10}$$

Steps:

1. Count 150 words.
2. Within that 150 word passage, count the number of one-syllable words.
3. Divide the number of one-syllable words by 10.
4. Subtract that value from 20.

The use of the Forecast Formula is limited to grades 5.0 to 12.9.

Cloze Procedure

A simple method of evaluating independent, instructional, and frustration levels of reading involves what is known as the Cloze Procedure.

1. Select a 275 word passage not previously read by students.
2. Leave the first sentence intact.
3. Select one word at random in the second sentence and replace it with a fifteen space blank. Every fifth word thereafter should also be replaced by a fifteen space blank until you have fifty blanks.
4. Finish the sentence.
5. Type one more complete sentence.
6. Administer the test:
   a. Give a sample (from unrelated reading).
   b. No books are allowed.
   c. Give unlimited time for completion.
   d. Students are asked to fill in the blanks with the word they think is missing.

7. Score
   a. Count only the exact word.
   b. Multiply the correct number of responses by two to get the percentage.
   c. Interpret the scores as follows:
      (1.) 60% or better - Independent Reading Level
      (2.) 40-60% - Instructional Level
      (3.) below 40% - Frustration Level

ADDITIONAL RESOURCES

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Bibliographies of Literacy Materials

Many good resources are available to assist in the selection of appropriate literacy materials. A sampling of the resources available follows:

1. The Bibliography of Adult Reading Materials. Compiled by Barbara J. MacDonald and Published by the Literacy Volunteers of America, 1976.

   Divides entries into: Books for Tutors; Books for Students--Level 1 (low readability), Level II (intermediate readability), Level III (functional readability); English as a Second Language; Reading and Corrections; Migrant Reading; Newspapers and Magazines; Dictionaries; Mathematics; Spelling; Motivational Materials; Programmed Materials; and Instructional Aids.

2. Reader Development Bibliography. Compiled by the Free Library of Philadelphia, Published by the New Readers Press, 1974.

   An annotated bibliography with entries under six major reader interest categories: leisure reading; community and family life; jobs; reading, writing, and arithmetic; science; and "the world and its people." Readability levels are quoted.

3. Library Problems and Solutions: A Resource Handbook for Correctional Educators. Compiled by Janet Carrelli.

   This bibliography contains nearly 150 commercially prepared reading materials dealing with the scope of the materials, purpose, entry level, readability, format, and cost. Also included in a list and description of diagnostic tests.

4. Information for Everyday Survival. Compiled by Priscilla Gotsick, et al, Appalachian Adult Education Center, Published by the American Library Association, 1976.

   Provides a listing of free and inexpensive materials dealing with coping skills.

5. ABE's Guide to Library Materials. Compiled by Linda Bayle et al, Published by the University of Texas at Austin, 1975.
   A general guide to materials, publishers, and programs.

6. A Selected Bibliography of Functional Literacy Materials for Adult Learners. Montclair State College, Upper Montclair, New Jersey. 1980 (41 pages)

A selected, annotated bibliography of materials published in the area of coping skills for adults with functional reading skills. Publications are listed alphabetically by title under the following general topics: general coping skills; newspapers; occupational information; consumer economics; pregnancy and parenting; housing; travel and transportation; health; personal development; decision making, and mental health; community resources; driving; government, law, and voting; communications.

Reading levels are given for most materials. The materials listed are those presently on hand at the Adult Education Resource Center at Montclair State College.

7. Books for Adult New Readers. Compiled by Roberta Luther O'Brien, Cleveland Area Metropolitan Library System, Cleveland, Ohio. 1980. Available from Project Learn, 2238 Euclid Avenue, Cleveland, Ohio 44115 ($4.00)

An annotated bibliography of recommended print materials available for English speaking adults at the 7th grade level or below. (Sixty percent of the titles are at 5th grade level or below.)

The titles were selected for their broad appeal to the average adult new reader. In the selection, special consideration was given to materials in five subject areas identified by the Adult Performance Level (APL) Project as ones in which it is necessary for adults to be knowledgeable in order to function effectively (consumer economics, occupational knowledge, community resources, health, government and law). Attention is also paid to materials that teach the four basic skills identified by APL (communication skills, computation, problem solving, and skills in interpersonal relationships).

Entries in the bibliography are arranged alphabetically by title within the following board subject categories: skills (reading, writing, mathematics); knowledge (science, homemaking and consumerism; health, safety and well-being; jobs; life in the United States; and other time/other places); leisure reading (stories of today; mystery, adventure, and romance; science fiction; hobbies, sports, and entertainment; fantastic facts and famous people; poetry, plays, and photography); and materials to aid the tutor in teaching reading to adults.

Some titles concentrate on Ohio and Cleveland where the bibliography was compiled.

8. Adult Readers and the Texts They Need or Want to Read. Debora C. Shermand and Barbara M. Buchanon. Paper presented to the Annual Meeting of the United Kingdom Reading Conference, 1980. (Listed in ERIC)

   Two teachers from diverse backgrounds combined their resources in the College of Public and Community Service at the University of Massachusetts to set up an adult literacy program. Based on the assumptions that instruction should be based on the needs of the learners, that reading is a cognitive rather than mechanical process, and that reading is inseparable from other linguistic processes, they experimented with different forms of literacy instruction.

   The first form was an adjunct course that complemented a content course, in which most of the students were human service workers with inadequate communication skills for their jobs. A later model was developed by the students themselves. Their planning of the program, deciding on the texts they needed and wanted, and using faculty as facilitators gave them competence and confidence. The texts in this and later models were regulations, manuals, handbooks, reports, and technical textbooks required by the students' jobs.

   Unlike traditional texts in reading programs, the content is perceived by learners as vitally important, while at the same time being both familiar and immediately applicable to his or her needs. It is material that enables the learner to change his/her life in some recognizable way--feeling more competent, gaining skills for job advancement, and becoming more in control of the work environment.

9. Bibliography of Humanistic Readings for Grade Levels 1-3. Literacy Volunteers of America. National Endowment for the Humanities.

10. Reading Materials for Basic Reading and English as a Second Language. Literacy Volunteers of America.

    An annotated bibliography published annually.

11. Tutor: Techniques Used in the Teaching of Reading. Ruth J. Colvin and Jane H. Root. Literacy Volunteers, Rev. ed., 1974. 96 pp. $4.50

    A handbook for those with no technical training in the teaching of reading who wish to teach adults and teenagers. Step-by-step instructions are provided to help the tutor evaluate the student, use various instructional methods, plan a lesson and become sensitive to the needs of the nonreader.

12. Guidelines to Teaching Remedial Reading. Lillie Pope. Book-Lab, rev. ed., 1975. 192 pp. $8.95 hardcover, $4.95 soft.

    A complete handbook on one-to-one tutoring, including sections on reasons some people have difficulty learning to read, relating to the adult student, inventorying a student's abilities, and methods of teaching.

13. Using Readability: Formulas for Easy Adult Materials. Robert S. Laubach and Kay Koschnick. New Readers Press, 1977. 40 pp. $1.50

    Clear and complete instruction on how to apply the Gunning Fog Index and the Fry Readability Graph, as well as some discussion about what factors combine to make one book more readable than another.

PROFESSIONAL LITERATURE FOR TEACHERS OF ADULT LITERACY

Literacy Volunteers of America
National Endowment for the Humanities
Bibliography of Humanistic Reading for Grade Levels 1-3
107 pp. Annotated

Literacy Volunteers of America
Reading Materials for Basic Reading and English as a Second Language
Annotated Bibliography
Published annually

1. Anderson, Beverly L., Guide to Adult Functional Literacy Assessment Using Existing Tests. Portland, Oregon: Northwest Regional Educational Lab, 1981.

2. Bhola, H. S., The Theory of the Mass Literacy Campaign. Paper presented at the Annual Henry Lester Smith Conference on Research in Education, 1982.

3. Borei, Sevne, H. E., Shively, Joe E., Appalachian Adult Literacy Programs Survey. Charleston, West Virginia: Appalachia Educational Lab, 1981.

4. Brown, Don A., Handbook for Organizing and Managing Literacy Programs for Adults. A Resource for Those Concerned with Effective Organization and Management of Adult Literacy Programs. Washington, D.C.: National Institute for Advanced Studies, 1979.

5. Carr, Neil, Adult Literacy Education Program. Albany, New York: New York State Education Department, 1981.

6. Klevins, Chester, Materials and Methods in Adult Education. Los Angeles, CA: Klevins Publications, 1972.

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1. American Guidances Services, Inc.
   Publishers' Building
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2. Cambridge Book Company
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   New York, NY 10106

3. Globe Book Company
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   New York, NY 10010

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11. Xerox Education Publication
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    Columbus, Ohio 43216

APPENDIX: INSTRUCTIONAL APPROACHES

*COMMON INSTRUCTIONAL APPROACHES

While the JCARP endorses an instructional program tailored to the student's individual needs and interests, an overview of various instructional approaches is helpful. These approaches offer structure and variety when organizing a group or class lesson. The following charts reflect these approaches.

Approach	Description	Advantages	Disadvantages
1. Language Experience Approach	-Focus upon the relationship between speaking, listening, writing, and reading. -Utilizes the student's own experiences and language as content for reading materials. -The student dictates a story to the teacher or may write the story himself as he gains skills. -This material becomes the basis for the student's own reading. -This insures that the student will be familiar with the language in the story since it is his own language.	1. Each student begins learning to read from language with which he is already familiar. 2. Writing ability is encouraged simultaneously with the development of reading skills. 3. Language development is encouraged. 4. The difficulty of finding materials for the beginning adult reader is minimized. 5. The approach develops self-confidence and a feeling of self-worth since the student's ideas are accepted and used as the medium of instruction.	1. No printed planned sequence of reading skill instruction has been developed. 2. The approach requires more skill on the part of the teacher than do most other approaches. 3. Some students tire of the approach and want to read printed materials.

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Approach	Description	Advantages	Disadvantages
2. Individualized Reading Aproach	-Requires a wide variety of multi-level materials beginning with most elemental reading levels. -Built on the concept that if beginning adult readers are able to make their own selections of reading materials with the guidance of the reading instructor or tutor, they will make greater gains than when they are denied active roles. -Individualized Reading differs from individualized instruction. -Individualized reading encourages: -student selection of materials; -student-recognized and student-stated purposes for reading; -movement through the materials at the student's own pace; -frequent techer-student conferences; -individualized record-keeping. -The teacher should acquaint the student with and help them make selections which are appropriate for his reading ability, interests, and background. -Conferences between the student and teacher help to encourage the student's progress, allow the teacher to identify areas for needed skill development, and allow the teacher to monitor the student's ability to handle the material.	1. Student selection results in greater student interest. 2. Conferences with the teacher enhance language growth 3. Pacing progress at the student's own rate decreases frustration. 4. Interaction with the teacher and the selection of interesting materials produce an attitude of reading enjoyment which leads the student to do much independent reading.	1. A wide variety of materials must be available. 2. The skill development program depends on teacher insight rather than on a planned sequence of skills.

Approach	Description	Advantages	Disadvantages
3. Linguistic Approach	-Usually begin with the introduction of one pattern at a time. -Usually present the various word patterns at a rate which the authors feel will make it possible for the students to master the various features of each pattern.	1. Materials are carefully sequenced by word pattern groups. 2. Each pattern is repeated in order to insure its mastery. 3. Materials are ranked in order of increasing difficulty.	1. Beginning reading materials do not use common English language structure. 2. Most beginning linguistic materials lack both utility and interest. 3. Students taught using linguistic approaches have difficulty transferring into standard English materials of equal difficulty. 4. Students taught using a linguistics approach tend to have greater difficulty with fluency and comprehension than do those using other approaches.

Approach	Description	Advantages	Disadvantages
4. Programmed Reading Approach	-Based on the premise that there is a continuum of basic reading skills which will fit the needs of most adult literacy students.	1. Students proceed at their own rate. 2. Students receive immediate feedback. 3. Most students are able to work individually. 4. Most students are able to work successfully with the materials.	1. All students must climb the same ladder of reading skills. Little additional help is provided for the student who is unsuccessful. 2. Lower level materials are often repetitious and uninteresting. 3. The materials are not well adapted to individual interests. 4. Little attention is given to more traditional reading materials which the student will be expected to read outside the literacy class.

Approach	Description	Advantages	Disadvantages
5. Modified Alphabet Approach	-Attempt to simplify the English language by reducing irregularity through coded representation of the sounds. -Some modified alphabets use letters or codes which are different from the traditional alphabet.	1. There is less difficulty in learning to associate a sound with the symbol which represents that sound than using the traditional alphabet in learning to read. 2. Adults are able to read more stimulating materials early in their program. 3. Because sound-symbol relationships are simplified, word atack is learned more quickly and the student is able to pay greater attention to understanding the content of the materials being read.	1. Adults have usually had long exposure to words written in the traditional alphabet. The introduction of a new alphabet often confuses them. 2. There is a scarcity of materials written in modified alphabet form. 3. Other materials with which the student comes in contact are not written in a modified alphabet. 4. Transition from a modified alphabet to the traditional alphabet may cause difficulties. 5. Adults are frequently resistent to using a modified alphabet. They feel they do not have the time to wait a year or longer before making a transition to words written in the traditional English alphabet. 6. Modified alphabet approaches frequently delay or inhibit good spelling patterns. 7. Learning to write is more difficult for students taught through a modified alphabet approach.

Approach	Description	Advantages	Disadvantages
6. Machine Presented Approach	-Wide variety available: rapid exposure devices, controlled reading devices, recorded narration, and supplementary reading machines.	1. Students are initially intrigued and motivated by machine-presented approaches. 2. Students are able to work independently. 3. Some machine-presented approaches allow the students to interact with the materials. 4. The narration which accompanies many machine-presented materials explain concepts more clearly than if the student were forced to read instructions at his own instructional reading level. 5. Some materials have illustrations accompanied by narration making concepts more easily understood by the reader.	1. Most machine-presented approaches are expensive. 2. Long-range gains tend to be no better than for non-machine presented approaches. 3. The amount of adult-oriented machine-presented material is limited. 4. Beginning level students do poorly with machine-presented approaches. 5. Beginning level students prefer human interaction in instruction rather than machine-presented. 6. Machine-presented approaches tend to be rigid and inflexible.

Approach	Description	Advantages	Disadvantages
7. Diagnostic-Prescriptive Approach	-Aimed at the identification of reading skill deficits and their correction through specific instruction. -Covers formal structured methods such as a systems management approach and diagnosis and prescription practiced informally by teachers and tutors. -Criterion-referenced tests are used to diagnose skill weaknesses and monitor student progress. -While the substance of other approaches may be used for actual reading material, a diagnostic-prescriptive approach usually heavily influences how those materials are used.	1. Emphasizes the identification of reading difficulties. 2. Organized skill instruction is directly related to identified reading difficulty. 3. Systematic record keeping monitors the progress of students. 4. Students are encouraged as they see their progressive acquisition of reading skills.	1. Over-emphasis on skill development tends to lessen the comprehension and enjoyment of reading. 2. Record keeping takes a great deal of time. 3. Teachers and tutors spend more of their time in giving criterion-referenced tests than they do in actual instruction helping the student improve reading skills. 4. The approach atomizes reading into a series of small reading subskill compartments. 5. There is little research to indicate the effectiveness of diagnostic-prescriptive approaches.

Approach	Description	Advantages	Disadvantages
8. Eclectic Approach	-Choice of what appears to be the best from several different reading approaches. -A variety of programs woven together to provide a rich, varied instructional reading program.	1. There is greater opportunity to meet individual needs when programs are varied. 2. Individual differences cause some students to respond better to one approach than to another. 3. Teachers sometimes vary in their ability to utilize a certain approach. If alternate approaches are used within the program, the teacher may select one with which he would be more effective. 4. Students may become bored with one approach and the teacher may find it advantageous to switch to a different approach to create greater interest.	1. Teachers can be more easily trained in one approach than in several. 2. Switching too frequently from one approach to another sometimes makes it difficult to follow student's skill development.

*Adapted from: Brown, Don A., Organizing and Managing a Literacy Program: A Handbook, USOE, 1979, pp. 47-55.

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